Web 2.0 and Four Paths Beyond

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Web 2.0

- The term **Web 2.0** is associated with web applications that facilitate participatory information sharing, interoperability, user-centered design, and collaboration on the World Wide Web. (Wikipedia entry, 2/27/11)

- A few examples: youtube, Yelp, Facebook, blogs, comment areas on sites, tags, Twitter, Google docs…and Wikipedia.

Web 2.0

- Not a change in the Web itself, but a shift in how people use it; however, see Nik Peachey www.youtube.com/NikPeachey#p/a/u/0/NfpkVYXpvyE.

- "…there is still little agreement on what the term actually means" (Lomicka & Lord, 2009).

- See the annotated bibliography on Web 2.0 and language teaching at http://www.calico.org/10AnnotatedBibliography.pdf

Web 2.0 and Language Teacher Education

- Collaborative learning (e.g., through Wikis)
- Online cross-institutional forums and projects
- General idea of using technology to learn how to teach with technology

Theory and Rationale
for Web 2.0 and Teacher Ed

- Socio-cultural theory: teacher trainer as collaborator and peer learning

- Digital native theory (Prensky, 2001): those growing up digitally have a different world view

- Bax's (2003) normalization model for CALL

- Project oriented learning and constructionism (Debski 2006)

- Situated learning theory: learn in the same environment and with the same tools you will use when you teach

Beyond Web 2.0

- My view: Web 2.0 is a time period as well as a technology concept

- *Beyond* takes in the future of language teacher education, not just Web 3.0, mobile learning, virtual worlds, etc.

Four paths beyond Web 2.0

- Educating teachers for flexibility
- Support for lifelong learning
- Teacher training for learner training
- Educating and nurturing CALL specialists

Web 2.0
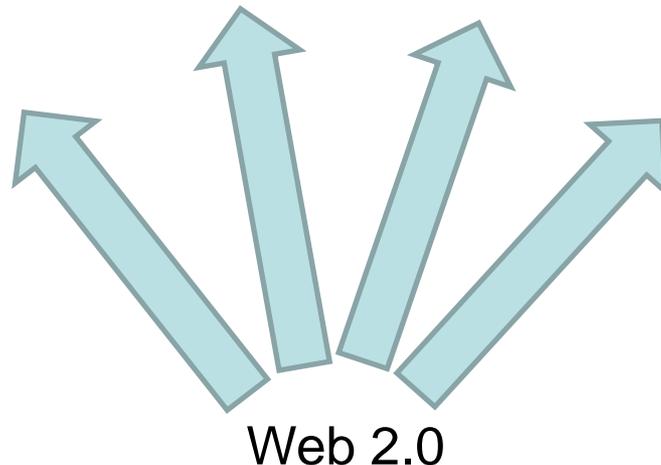
Educating teachers for flexibility

- Current TESL/TEFL technology courses typically focus on 1) basic technology proficiency; 2) how to use specific applications; 3) The CALL/TELL field

- Teachers learn (ideally) how to use currently available stuff

- They don't necessarily learn how to approach *new* applications and environments, either technically or pedagogically

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Educating teachers for flexibility

- They need a lot of practice in how to work with tomorrow's applications (foundation for a 30 or 40-year teaching career)

- They also need practice in determining how to use new applications in novel ways

- For instance, what will teaching and learning be like once we have wearable computers?

- Teachers need to be prepared for a profession that will change rapidly in profound ways from the one that exists during their education.

Institutional support for lifelong learning

- No matter how good the foundation, continuing education is a necessity.

- TESOL Goal 1, Standard 3: Language teachers actively strive to expand their skill and knowledge base to evaluate, adopt, and adapt emerging technologies throughout their careers.

- We can't just leave this as an ideal: it must be integrated into a teacher's professional life. This is a *cultural* shift.

Beyond the ideal

- Schools and programs need to be structured in a way—and with a budget—that supports continuing education in CALL

- Teachers also need to take responsibility
  - Professional organizations
  - Online communities of practice
  - Local formal and informal groups
  - Professional portfolios to document experiences

- Continuing education means accessing relevant *literature* as well as new technologies

Training teachers to train learners

- Learner training rationale
- Avoiding the "digital native" excuse
- Learner training support: Barrette (2002); Winke & Goertler (2008); Romeo & Hubbard (2010)
- TESOL Technology Standards for Learners
- Example: Kolaitis et al. 2006
- Need to integrate this notion into technology-focused teacher education.

Educating and nurturing CALL specialists

- Prensky and Bax revisited

- CALL as a field, straddles academic and digital worlds (see https://www.calico.org/page.php?id=506)

- We need specialists with deep knowledge and wide ranging skills in specific areas of applying technology to language teaching and learning

- Institutional support for the education of CALL specialists and recognition of their contributions is important in maintaining CALL.

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PP at **www.stanford.edu/~efs/tesol-11.pdf**